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The soundness of viewpoint, the suggestive value of the material, and the clarity of statement justify the use of either book (but preferably *The Real Business of Living*) in upper high-school social-studies classes.

ARNOLD LAU

Student In Education, University of Chicago

CLIPPINGER, E. E. *Written and Spoken English*. Chicago: Silver, Burdett & Co., 1917. Pp. xii+561.¹

The present volume stands in marked contrast to formal treatment of composition and rhetoric. Rather than a minute analysis of the elements of composition, followed by an isolated discussion of principles, this text emphasizes the use of the various elements and the application of the principles.

The book is prepared from the pupil's standpoint rather than from the teacher's. In fact, assignments are so complete and helpful that the pupil can work them out for himself without the teacher's aid. It is generally conceded that the best method of teaching composition, provided the teacher is an expert, is by requiring much practice in theme-writing and giving personal criticism. In the hands of a poor teacher or one of limited specialized knowledge in English this same method is most commonly abused.

It seems that the author has, in the form of a textbook, tried to accomplish the same end that a skilful teacher accomplishes by frequent and informal criticism. The scheme is to make a definite assignment, indicating how it may be attacked; then to give an example of a theme written upon the same or a similar assignment; then with the concrete example before the reader the author proceeds to give practical suggestions as to how the theme may be improved. The effect is that of a personal interview with the instructor with a concrete case in mind. Although the suggestions fit the particular case, they are general enough to fit the pupil's probable needs.

This is the only text wherein the writer has seen this effect repeatedly and consistently produced. It is certainly an advanced step in textbook-making as respects practical work in composition.

In Part III something like forty pages of condensed rules in grammar and diction are given as an aid to pupils in correcting their own themes. These rules are given a number and a descriptive term by which the teacher may refer the pupil to them. The reviewer is inclined to think that the plan of requiring the teacher to keep 95 key words in mind is rather elaborate, yet the idea of submitting a large number of practical rules governing the better forms of grammar and diction is of inestimable value to the teacher of limited resources. A close application of the method suggested will increase the average teacher's

¹This and the remaining reviews were contributed by L. V. Cairns, Fellow in Education, School of Education, University of Chicago.

ability materially. It is one of the marked weaknesses of even special teachers of English that they are limited in the ready application of a well-worded, practical rule to fit the commonest of errors. A ready reference to, and frequent repetition of, these rules will do much to give pupils a knowledge of composition.

The book should be welcomed by all faithful and earnest teachers seeking a thorough treatment of the vital thing in composition—learning to use the English language correctly.

LYON, D. O. *Memory and the Learning Process*. Baltimore: Warwick & York, Inc., 1917. Pp. 179.

This volume of nearly two hundred pages constitutes one of the most exhaustive treatments of memory that we have in experimental education. The experiments began in 1906 and have been carried on since that time. From time to time brief abstracts of the work have been published under the title "The Relation of Learning to Retentiveness." In 1908 experiments were started on "The Relation of Length of Material to Time Taken for Learning." Two methods, or distributions of time, were used, and thus there was added an extra problem which the author terms "Optimum Distribution of Time." The results of these experiments have been published in the *Journal of Educational Psychology*, Vol. V, Nos. 1, 2, and 3.

Chapters i and ii, dealing with "Forms of Mental Activity Included under Memory" and "Sub-divisions of Memory with Reference to Their Relations to the Learning Process," constitute a somewhat technical analysis of memory. Chapters iii and iv are confined to the examination of data obtained by experiment.

The technical details of the devices used can be of little interest to any but the student of experimental psychology, but the results obtained are of general interest to educators. Consequently chapter v, dealing with "The Educational Value of Psychological Research," is about the only part of the book that will be of interest in its entirety to the ordinary public. But all special students of experimental psychology and particularly those who have done some work in memory will prize very highly the vast amount of experimenting that Mr. Lyon has done and the scientific manner in which he has handled his results.

OPDYCKE, J. B., AND DREW, CELIA A. *Commercial Letters*. New York: Henry Holt & Co., 1918, Pp. viii+395.

The aim of this book as stated in the Preface is to "present good examples of the principal types of the commercial letter, from the simplest and most obvious to the most complicated, most scientific, most artistic."

The reputation of the authors guarantees that these letters have been selected with untiring diligence and discriminating judgment. They have